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ABSTRACT

The goal of the single parent/homemaker project was to integrate participants into society as competent members of a comfortable and self-supporting family unit. The targeted population consisted largely of younger single parents and/or homemakers (primarily female) who lacked education and skills to function effectively as contributing citizens. A counselor conducted over 100 initial interviews; 21 participants were enrolled in the program. All were in need of tutorial services to bring them to an educational level required for satisfactory job placement. During their participation, each student either earned high school credits or raised his or her literacy level in adult basic education. Students gained in career knowledge and employability skills through individual personal counseling, small group discussion, class activities in the vocational classes, use of multimedia materials (with an emphasis on current information), workbooks, and interest surveys. They also gained an insight into their own personalities and ways of coping with life situations. Particularly useful were resource people from local industry, the employment service, and two area vocational-technical schools. A significant outcome was the increased awareness of educational and employment possibilities in this group. (Appended materials, comprising half the document, include forms, curriculum framework for the courses, and resource listing.) (YLB)

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ED285994

Final Report

Project No. DVE 320-15170-7-3D06

From 07/01/86 to 06/30/87

Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment

Jackson County Adult Education Center
445 Guyton St.
Marianna, Florida 32446

Dr. Willis Melvin, Principal

The Project reported herein was conducted pursuant to a grant from the Division of Vocational Adult and Community Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position of policy of the Florida Department of Education.

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TABLE OF CONTENTS

Preface.....iii
Acknowledgements iv
Abstract..... 1
Introduction 2
Methods..... 4
Findings..... 8
Appendix..... 11

PREFACE

With input from sources such as the Jackson County School Board, Jackson County Health Department, and HRS Department of Aid to Families with Dependent Children, it was concluded that there were several identified needs to be addressed for this target group. Some of these needs were employability training skills, raised literacy levels, expanded career awareness, and counseling in an effort to motivate the student to earn a diploma or its equivalent and, at the same time, develop effective and productive work habits and competencies. Because of the young median age of this group and perceived lack of self-direction and self-esteem, it seemed the Jackson County Adult High School, which offered several vocational courses, was an appropriate setting for the proposed project.

ACKNOWLEDGEMENTS

Appreciation is expressed to these persons and agencies whose contributions and cooperation aided greatly in carrying out the project.

Billy Bell - Employment and Marketing Specialist
Florida State Employment Service

Mavis Blackstock - Supervisor, HRS, WIN

Sandra Cox - Vice-President for Administration
UNIMAC Corporation

Norma Edwards - Supervisor, HRS, AFDC

Bill Gunter - Counselor
Washington-Holmes Vo-Tech

Taretha James - New Incentives Program
Chipola Jr. College

Sara Pender - Nurse Practioner
Jackson County Health Dept.

Lisa Railey - Displaced Homemaker Project Coordinator
Chipola Jr. College

Sharon Vail - Social Service Worker
Jackson County Health Dept.

Chipola Junior College - Continuing Education Division
Financial Aid Office

Florida Association for Health and Social Services

Job Training Partnership Act Personnel

Washington-Holmes Vocational-Technical School

ABSTRACT

The population targeted to be served consisted largely of younger single parents (female) who lacked education and skills. Before vocational training enrollment and/or employment became an option for these students, certain needs were, of necessity, addressed. These needs became the objectives for the program. (1) Counseling, increased self-awareness and sense of worth, and training on family living coping skills (2) Raised educational levels which would enable students to enter and perform well in vocational training, higher education, and satisfying jobs (3) Employability skills (4) Expanded knowledge of career opportunities and choices without sexual bias.

The program was centered at the Jackson County Adult Education Marianna Day School. The Adult Coordinator-Principal was program director, a part-time guidance counselor and a teacher were hired with project funds, and the vocational home economics classes received funds from the grant which made them the primary vehicle for delivery of the programs services. (Appendix G, page 22)

Over one hundred initial interviews were conducted by the counselor and twenty-one participants were enrolled in the program during the year. All of these were in need of tutorial services to bring them to an educational level required for satisfactory job placement. During their participation, each student either earned high school credits or raised his literacy level in adult basic education.

Through individual personal counseling, small group discussion, class activities in the vocational classes, use of multi-media materials (with an emphasis on current information), workbooks, and interest surveys, all gained in career knowledge and employability skills. They also gained an insight into their own personalities, and ways of coping with life situations. Particularly useful were resource people from local industry, the employment service, and two area vo-tech schools. The counselor attended a sex-equity leadership development workshop which provided useful materials and suggestions to emphasize non-traditional career options.

An outcome of significance was the increased awareness of possibilities in a group whose outlooks, interests, and experiences were largely limited to what went on in their immediate and restricted peer group.

Increased meshing of action and information between service agencies, public schools, and vocational training is important. Recommendations for further action would be more public and community information about the program.

INTRODUCTION

The ultimate goal of the Single Parent/Homemaker Project is that the participants be integrated into society as competent members of a comfortable and self-supporting family unit.

The population targeted to participate consisted largely of younger single parents and/or homemakers (primarily female) who lacked education and skills to effectively function as contributing citizens.

The 1980 Census for Jackson County showed 42% of families with a female head of household had an income below poverty level. In November, 1986, the unemployment rate for the county was 7.4%. In February, 1987, there were 550 people who received aid for dependent children - 543 were single parents.

Figures from enrollment reports to the county school board showed that for 1985-86 the county-wide ninth grade enrollment was 31% greater than the twelfth grade; in Marianna High School (the county's largest high school) the twelfth grade was 35% smaller than the ninth.

In the past three years, 45 single mothers who received services from the Jackson County Health Department's prenatal program had not completed high school, nor were enrolled in any type of vocational training program.

There is a promising outlook for increased employment, however. A Federal Correctional Institution is under construction which will provide 350 new jobs, and greater employment in service industries. Marianna Industrial Park is expanding; three of the largest employers - Russell Corporation, Unimac Industries, and Chipola Areotronics - are completing additional buildings and will nearly double their employee figures.

The largest single employer in the county is Health and Rehabilitative Services with about 4,200 employees. Except for some custodial and food service jobs these positions require a specific educational level and/or competency testing.

Obviously most of the employment opportunities coming to our area require attitudes and competencies which the targeted population lack.

A primary objective was to identify individuals in this population. A total of 103 had an initial interview with

the counselor. From this contact 21 participants had an intake interview and enrolled in Adult Education classes. A second objective of the 1986-87 program was to provide tutorial services to participants to alleviate their lack of an educational or literacy level conducive to employment. Tutorial services were provided to all 21.

Counseling services, individual, personal, career, and educational were given to all. In addition to the counselor hired for the project, counselors from the Employment Service, Chipola Junior College, and Washinton-Holmes Vocational Technical School gave group presentations and individual help as requested.

A final stated objective of this year's program was to provide career orientation and employability instructions. This was provided to 19 students through school program speakers and individual conferences; 12 received additional information on this subject in vocational home economics class groups, six of whom worked on an individualized/small group structured course on career information, and one student also did a structured workbook course on employability skills.

METHODS

The setting of the project was Jackson County Adult Education Marianna Day School Center, where there were classes in Life Management Skills; Child Development, Guidance, and Care; Food and Nutrition; and Practical Homemaking Skills taught by home economics teacher, Helen Windham. There was also a computer class, two art classes, and a vocational typing class. A retired guidance counselor, Jeanne Anderson, was hired part time with funds from the grant. The Coordinator-Principal of Adult Education, Dr. Willis F. Melvin, was the project director.

The participants were single parents/homemakers or displaced homemakers who had been identified as needing assistance to acquire competency in vocational planning, in desirable personal traits relating to employment, and in verbal and mathematical skills.

The first objectives for the 1986-87 grant were to identify persons who qualified and assist them in obtaining basic skills needed to enter and/or succeed in occupational programs without sexual bias.

To identify possible participants, the counselor did the following: (1) Met with Jackson County Health Department personnel (the Director of Nurses, social worker, and the nurse practitioner) who suggested over 40 names of single mothers who were not in school or training, nor employed. (Formal records of this information or addresses are not maintained by Health Department personnel.) (2) Interviewed enrollees in the Marianna Day School Center, the night class, and the vocational typing class. (3) Met twice with the supervisor of HRS District II Aid for Families with Dependent Children to explain the program. Currently no information concerning education or vocational planning is requested or noted on AFDC applications. (4) Met with the Work Incentive supervisor. (5) Asked guidance counselors in the county high schools for referrals.

Participants in the program were those who met the definition of single parent, homemaker or displaced homemaker and who were, or agreed to become, enrolled in an Adult Education program.

Information about each participant was kept on an intake form (Appendix A, page12), a participant services record (Appendix B, page14), and informal notes kept by the counselor.

Project activities were primarily centered in the vocational home economics classes (Appendix C, page 15); in personal counseling and discussion (Appendix D, page 19); in dissemination of career information by utilizing workbooks, videos, and computer programs (Appendix E, page 20); in administration of interest and aptitude surveys (Appendix F, page 21) and in tutorial services and academic courses in the Adult Education High School and in Adult Basic Education.

Representatives from Chipola Junior College Vocational Division, Washington-Holmes Vocational-Technical School, Florida State Employment Service, and local industries were used as resource people.

Special emphasis was placed on the advantages of looking at non-traditional fields of employment and vocational training. Lisa Railey from the Chipola Junior College Displaced Homemaker program spoke specifically on sex equity. The disparity in wages between the average secretary in Jackson County and plant workers was often pointed out in participant counseling. Mrs. Anderson attended the Sex Equity Leadership Development Training Program at Lively Vo-Tech Center. An on-site visit to a local industry which manufactures commercial washing machines provided a very visible example of equal employment opportunities.

A third stated objective was to provide the tutorial services needed by participants. As previously stated, a basis for choosing Adult Education as a setting for the program was to meet this need.

Objectives four and five were: (4) students enrolled in child care classes will receive counseling (5) unemployed single parents and homemakers will receive career orientation and instructions in employability skills and self-esteem. This resulted in assisting the participant group in identifying their vocational choices and making progress toward implementing them. A particular emphasis on the vocational aspect of child care was made with the health department sponsoring a one day workshop which recognized attendance. The group also took a field trip to a local day care center.

In the 1986-87 grant proposal, the Jackson County Employment and Training League (Appendix G, page 22) was named to serve in an advisory capacity and this organization shared information and services available through the members of the league to the counselor and teachers.

With the initiation of the program, the counselor discovered the Florida Association of Health and Social Services and found it to be an effective "networking" instrument. Also, the following persons who have been most helpful this year, have agreed to serve on an advisory committee pending 1987-88 funding:

Billy Bell, Florida State Employment Service (and currently parent of an adult education student)
Sarah Pender, Nurse Practitioner, Jackson County Health Department
Bill Gunter, Counselor, Washington-Holmes Vo-Tech
Taretha James, Chipola Junior College
Sandra Cox, Vice President for Administration, UNIMAC Corp.

In late January, 1987, an amendment to the grant was approved. This provided $2,000 for child care and certain course expenses for the participants.
Since the child care was to be furnished by individual baby sitters rather than a day-care center, a contract for services had to be drawn up and approved by the County School Board. (Appendix G, page 22)

With cooperation from the WIN program, the receipt of these funds enabled two single mothers who had previously been homebound to enter our vocational classes. Workbooks, reference books and materials were also provided. This enabled a student to work independently of the school setting on employability skills. Another who has a talent for, and great interest in commercial design , was able to pursue further study.

As was mentioned at the beginning of the methods section, the setting for delivery of instruction, training and counseling was the Jackson County Adult Education Center. Through attendance at the following courses and supplementary services from the counselor, a variety of topics were covered.

Life Management Skills - 8500620. This required class was well attended this year. The curriculum framework from the State Department of Education were closely followed. The needs and interests of these students were considered when presenting each of the units. Each of the students had higher self-esteem and a more positive outlook on life after taking this class.

In each unit self-directed learning was emphasized and information and guidance was given to encourage educational and occupational goals.

CPR training was also given in this class.

Child Development, Guidance and Care - 850031. Many students enrolled and benefitted from this basic class on child care. Only a small number completed the course because family responsibilities prevented them from attending all the classes.

Student performance standards and the needs of the students were considered when choosing activities and materials for use in this class. Video cassette programs and filmstrips were used to reinforce the concepts of the course.

Food and Nutrition - 8500350. These students participated in laboratory activities that provided skill development in the preparation of simple foods from each of the food groups. The student performance standards were considered when planning activities and selecting sections of the text for study.

The computer programs were used to encourage good personal selection of food. Emphasis was placed on the relationship of good food choices and the probability of reaching educational and occupational goals.

Practical Homemaking Skills - 8500370. Each student kept a copy of the student performance standards and helped plan individual projects to meet the standards. Practical projects in classroom maintenance and home maintenance were carried out to meet the standards of the course.

The computer programs and most of the equipment in the classroom were utilized during this course.

FINDINGS

The single parent/homemaker participants needed to acquire employability skills, set vocational goals, and take steps toward reaching them. From these needs, four main objectives were set: (1) To identify single parent/homemakers (2) To assist them in obtaining basic skills needed to enroll in vocational programs or adult education and to obtain the basic skills needed for the programs while emphasizing non-traditional fields (3) To provide tutorial services for all enrollees, and (4) To provide counseling services, career orientation and instructions in employability skills and self-esteem building.

To identify the individuals who would be participants, a total of 120 persons were initially interviewed by the counselor. As the grant recipient was the Division of Adult Vocational Education, Jackson County District School Board, 88 of these were enrollees in the Day School Center. Others were in other classes, or were individuals identified through HRS programs, JTPA, or the County Health Department. From this initial contact 21 participants followed up with an intake interview.

Twenty one students enrolled in Adult Education academic classes. Ten completed one or more high school credits toward graduation, in addition to the 1/2 or 1 credit earned in the vocational class. Two were enrolled in two short courses only, three were working in Adult Basic Education, two had come from Exceptional Student classes, and the remaining four had only erratic attendance.

All took part in a sex equity check list and a "Women in the Work Force" quiz, while the counselor stressed the advantages in many non-traditional occupations during career information activities.

Tutorial services were provided all 21 participants by the teachers in the Adult Education classes.

Those in the program received personal counseling and career/employment information was presented and discussed by the counselor. Two computer programs on career "families" were used. The CHOICES terminal at Chipola Junior College was available to students to use individually, after the workbook-type initial survey was done by the participant with any needed guidance by the counselor. Counselors from Chipola Junior College Vocational Division and Washington-Holmes Vo-Tech School discussed their program offerings and distributed informational material. A day's visit was made to the Washington-Holmes campus with tour guides.

Fifteen participated in vocational home economics classes while two enrolled in a computer class. Six worked on an individualized but structured course on career study and one of these also did a structured workbook study in employability skills.

All students practiced completing application forms and two were helped with specific forms they were using to apply for a particular job at the end of the year. Information on JTPA was given in announcement form to the school population. Check-off sheets of the information applicants were to take to the JTPA interview were given to those interested, and individual questions answered. Four program participants were taken by the counselor to the JTPA office.

Three participants of the program are now employed; one of these plans to enter auto mechanic vocational training. Lack of transportation restricts future training or employment for five who live outside the county seat and for some who live in Marianna (the county seat). The five county residents had previously relied upon the county school bus system for transportation.

There were eight participants who received aid in the following amounts: $1,410.00 for child care, two received $117.15 in materials, seven received $151.56 in reference books for a total of eleven receiving $1,678.71 in direct assistance.

Because some participants were not in attendance at the close of the program, some materials and reference books are available to use with those who continue in child care, practical homemaking and food and nutrition vocational classes.

The students now have an awareness of vocational programs and an increased articulation of vocational plans, even though there were no full-time vocational training placements.

Most of the participants entered with very low self-esteem. As they successfully took part in the program, their self-concept improved and speech patterns and use of language skills made a noticeable improvement. They gained enough self-confidence to enter into class discussions and ask questions that were important to them. They learned to communicate and have empathy with each other. Self-esteem was apparent in their improved appearance and their composure, which made them more comfortable in a social situation. Their attitude toward daily responsibilities became more positive as they met with success in dealing with these.

Favorable outcomes included interaction between the program and HRS, the Health Department, and other service agencies and their personnel. The program was recognized at the May 8th workshop on teen-age pregnancey held by F.A.H.S.S. The counselor spoke to the prenatal care class at the Jackson County Health Department. Two of our participants entered after a meeting with the WIN supervision while three were referred by high school counselors.

The writer of the 1986-87 grant projected an enrollment of 15; seven male, eight female. The actual enrollment was 21, nineteen female. Five were in the program less than a semester. Biologically, an almost equal male-female ratio may be logical; however, it seems unrealistic to expect identification and enrollment of as many men as women.

It is realized that objectives of the 1986-87 grant were met more in a progressive than completed manner. Some are more realistically stated for next year. The population from which students are drawn is largely one from which motivation must, at least initially, come from external sources. In addition to learning employability skills and career and vocational information and training, an effort has been made to instill an internal motivation necessary for the actualization of goals.

APPENDIX A - Page 1 of 2

Date_____

_____Single Parent/Homemaker

_____Single Parent

_____Displaced Homemaker

1. Name_____

2. Date of Birth_____

3. Name of head of household _____
   If other than self, give relationship_____

4. Sex_____

5. Race/Ethnicity_____

6. Total number of dependents
   a._____0
   b._____1
   c._____2
   d._____3
   e._____4
   f._____5 or more

7. Number of dependents by age group
   a._____0 - 5
   b._____6 - 12
   c._____13 - 18
   d._____19 or older

8. Displaced homemaker and marital status (Answer either A or B, not both)
   A. Displaced homemaker status (have worked primarily in the home)
      (1) Divorced
      (2) Separated
      (3) Widowed
      (4) Married, spouse disabled
      (5) Married, spouse long-term unemployed
      (6) Loss of public assistance
   B. Marital status
      (1) Married, spouse present
      (2) Married, spouse absent
      (3) Single, with children
      (4) Single, without children
      (5) Divorced
      (6) Separated
      (7) Widowed

9. Education
   A. Present level
      a._____1 - 8th grade
      b._____9th - 12th grade
      c._____High school graduate
      d._____Passed G.E.D.
      e._____Pst. high school (Specify)_____
   B. Goal
      a._____High school diploma
      b._____G.E.D.
      c._____Other (Specify)_____

10. Employment history
    Part time_____
    _____
    Full time_____
    _____

11. Supportive services required (Circle all that apply)
    A. Child care/dependent care
    B. Tuition assistance
    C. Transportation
    D. Training stipend
    E. Books
    F. Instructional support
    G. Referral to other agency (Circle all that apply)
       (1) Legal services
       (2) Health services
       (3) Social service agency
       (4) Child support enforcement
       (5) Voc. Rehab.
       (6) Lab Service
       (7) Substance Abuse Agency
       (8) Other

APPENDIX B

PARTICIPANT SERVICES RECORD

_____
Participant Name

Service	Catagory	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

CURRICULUM FRAMEWORK PROGRAM AREA Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1987

PROGRAM TITLE: Life Management Skills

CODE NUMBER: Secondary 8500620 Postsecondary_____

Florida CIP CH20.010600

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students with the development of essential life management skills to enhance the quality of personal and family life.

The content includes, but is not limited to, positive emotional, social, physical, and intellectual development of self and others; nutrition; consumer education and resource management; substance abuse; hazards of smoking; breast and testicular self-examination; cardiopulmonary resuscitation; roles and responsibilities of families and family members; decision-making and coping skills; and public and private agencies and services affecting individuals and families.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences and instructional materials appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of home technology equipment, and CPR manikins.

III. SPECIAL NOTE: The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials and learning experiences.

The typical length of this course for the average achieving student is 75 hours.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Promote positive emotional, social, physical and intellectual development of self and others.
02. Determine the role of the family in personal development.
03. Apply principles of nutrition to food decisions.
04. Demonstrate responsible consumer decisions and management techniques.
05. Make responsible decisions regarding substance use.
06. Describe the procedures used in self-examination for breast and testicular cancer.
07. Perform cardiopulmonary resuscitation.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1987

PROGRAM TITLE: Child Development and Parenting

CODE NUMBER: Secondary 8500310 Postsecondary_____

Florida CIP CH20.0102PA

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students to understand the nature of child development from prenatal care through age six and the function and significance of the parenting experience.

The content includes, but is not limited to, basic needs of children, principles of human development, prenatal care, the birth process, responsibilities of parents and the role of communication and guidance in parent/child relationships.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of equipment including general classroom equipment, kitchen and laundry equipment, infant care equipment, dramatic play equipment, audio-visual and computer equipment.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course. The typical length of this course for the average achieving student is 75 hours.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Identify basic human needs.
02. Plan for assuming parenting responsibilities.
03. Identify principles of human development.
04. Describe parental care and development.
05. Identify the stages of labor and the birth process.
06. Interpret the child's developmental level with appropriate expectations and activities.
07. Create a nurturing and protecting environment for children.
08. Explain the role of guidance in the development of the child.
09. Identify local, state, federal agencies and laws concerned with the welfare of the child.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1987

PROGRAM TITLE: Food and Nutrition

CODE NUMBER: Secondary 8500350 Postsecondary _____

Florida CIP CH20.0108PA

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to prepare students to understand the principles of nutrition in relation to food choices: the selection, preparation, and storage of food; and meal management to meet individual and family food choices based upon patterns of living and use of available resources.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, equipment, and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in: applying consumer skills; applying basic food preparation skills; meal management; applying the principles of nutrition; and the use and care of equipment.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The typical length of this program for the average achieving student is 75 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify social and psychological aspects of food.
02. Apply nutrition principles in food selection.
03. Apply consumer skills in food selection.
04. Apply principles of meal management.
05. Apply basic food preparation skills.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1987

PROGRAM TITLE: Practical Homemaking Skills

CODE NUMBER: Secondary 8500370 Postsecondary _____

Florida CIP CH20.0109PA

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to assist students with the development of skills for managing daily living activities.

The content includes, but is not limited to, maintaining organized living space, basic home maintenance and repairs, decision making as it relates to homemaking activities, preparing and serving food, selecting and maintaining clothing and social skills.

II. LABORATORY ACTIVITIES: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of equipment including ranges, refrigerators, sewing machines, microwave ovens, laundry equipment, cleaning equipment, audio-visual equipment, media materials, computers and software.

III. SPECIAL NOTE: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course. The typical length of this course for the average achieving student is 75 hours.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Provide for clean, organized living space.
02. Demonstrate basic home maintenance and repairs.
03. Apply the decision making process to homemaking activities.
04. Plan, prepare and serve nutritious food.
05. Plan, select and care for personal clothing.
06. Demonstrate appropriate social skills.
07. Plan for personal security.
08. Demonstrate computer literacy.
09. Demonstrate leadership and organizational skills.

APPENDIX D

TO HELP YOU PLAN AND REACH YOUR VOCATIONAL GOALS

OCCUPATIONAL INTEREST SURVEYS: These indicate the career areas in which you could most enjoy working, and would perhaps have an aptitude for. This can tie into statewide occupational information programs.

JOB SEARCH EDUCATION: Suggestions, worksheets, information about where to look for jobs, techniques of the job hunting process.

JOB APPLICATION EDUCATION: Practice in writing resumes, cover letters, how to fill out an application, how to conduct yourself in the job interview process.

APTITUDE MEASUREMENT: These help determine in what job area you would probably perform best. Arrangement can be made for you to take an aptitude test battery.

EMPLOYABILITY SKILLS: The use of workbooks, audiovisual materials and discussion covering proper dress, appearance, personal habits, responsibility, dependability, and initiative to enter, remain, and advance in the working world.

CAREER AWARENESS: Job descriptions, where jobs are, how a job becomes a career, career "clusters", moving from one job to another in a related field advantages, disadvantages, advancement possibilities in a particular job.

SELF AWARENESS: HOw to relate your own value system, personality traits, and needs to a job you have, or hope to have.

EDUCATIONAL PLANNING: Immediate objectives and long range goals, information about vocational or academic education.

APPENDIX E

The Career Box
David S. Lake, Publishers, Belmont, California

Job Search Education
Attitudes on the Job
Job Survival Skills
Education Design, Inc. New York, New York

Opportunities in ....(various selected occupations).....
VGM Career Horizons, Lincolnwood, Illinois

Florida Career World (incorporating Real World)
Curriculum Innovations, Highland Park, Illinois

The Guide
Center for Career Development Services, Tallahassee, Florida

Getting a Job - Basic Process Kit
South-Western Publishing Co., Cincinnati, Ohio

Job-O Dictionary
CFKR Career Materials, Inc., Meadow Vista, California

Work Activities Inventory
Career Development Software, Inc., Vancouver, Washington

APPENDIX F

Self Directed Search, 1985 Edition
Psychological Assessment Resources, Inc.
Odessa, Florida

COPS Interest Inventory
EDITS, San Diego, California

Florida CHOICES
Center for Career Development Services
Tallahassee, Florida

Activities for Exploring Values
J. Weston Welch, Publishers
Portland, Maine

APPENDIX G

JACKSON COUNTY EMPLOYMENT & TRAINING LEAGUE

JOB SERVICE
Ken McDonald (Office Manager)
Margaret Freeman (JTPA)
Jack Crouch (Displaced Homemaker)

CHIPOLA JUNIOR COLLEGE
Tom Dunn (Vocational Director)
Sandra Jeter (JTPA)
Lisa Raley (Single Parent)
Gloria Peacock (Continuing Education)
Bob Tanton (Handicapped Counselor)
Teretha James (New Initiative Program)

VOCATIONAL REHABILITATION
Paul Wells (Supervisor)

DEVELOPMENTAL SERVICES (HRS)
Jane Evans (Human Services Program Analyst)

WIN
Bob Sanford (Supervisor)
Lula Bell (Counselor)
Mavis Blackstock (Counselor)

CHAMBER OF COMMERCE
George Cone (President)

JACKSON COUNTY SCHOOLS
Thomas Melvin (Vocational Director)

GUIDANCE CLINIC
Gloria Neville (ARTS)
Willie Spires (Greenwood Programs)

JACKSON COUNTY A.R.C.
Tom Herman (Director)
Mimi Bennett (Vocational Instructor)

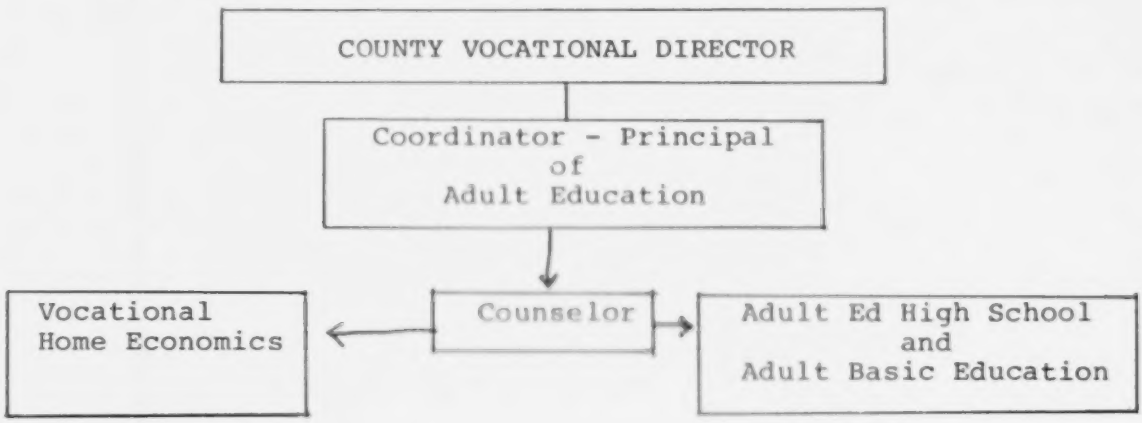
PRIVATE INDUSTRY COUNCIL
Frieda Sheffield (Staff Member)
Bill Demmon (Council Member)

GREEN THUMB
Angenette Jordan (Area Supervisor)

COUNTY COMMISSION
Pete McDaniel

APPENDIX H

DIVISION OF VOCATIONAL ADULT AND COMMUNITY EDUCATION


COUNTY VOCATIONAL DIRECTOR
Coordinator - Principal of Adult Education
Vocational Home Economics
Counselor
Adult Ed High School and Adult Basic Education